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ABSTRACT

This package is the fourth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include four modules that pertain to one role statement. The role statement describes the trainee objective to demonstrate awareness of career patterns and mid-career changes. Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

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SKILLS FOR ADULT GUIDANCE EDUCATORS.

Package 4

Career Development

Developed by

the

ADULT EDUCATION PROGRAM

of the

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

This package is designed to acquaint the trainee with adult career development theories and decision-making processes regarding career development. These modules can be completed with a minimum of supervisory assistance.

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Role Statement 8.0

Demonstrate awareness of career patterns and mid-career changes

MODULE 8.1

TOPIC

Become familiar with career development theories.

LEARNING OBJECTIVE

The trainee will have a knowledge of distinguishing characteristics among four contemporary career development theories as evidenced by a eighty percent accuracy level on the Preassessment and/or a ninety percent accuracy level on the Postassessment.

RATIONALE

A teacher/counselor is often relegated the responsibility of providing others with career decision information. A basic understanding of career development theories enhances the development and implementation of one's own theory. Established one's own career development theory is a necessary condition to helping others make career choices.

PREASSESSMENT

In the blank before each statement, place the letter for the career development theorist listed below which is most nearly represented by the statement. The same letter may be used numerous times. Satisfactory completion of Preassessment is evidenced by eighty percent accuracy.

(a) Ginzberg
(b) Roe
(c) Holland
(d) Super

_____1. Occupational choice is largely irreversible.

_____2. There is a cause-effect relationship between early child-parent relationships and later occupational choice.

_____3. Stages of vocational development are growth, exploration, establishment, maintenance, and decline.

_____4. Occupations can be categorized according to level of complexity and group type of occupation.

_____5. The process of vocational development is essentially that of developing and implementing a self-concept.

_____6. Persons gyrate toward those occupations that attract persons with a personality orientation similar to their own.

_____7. Compromise between self-concept and reality is one of role playing either in fantasy, the counseling interview or on-the-job.

_____8. One's life style directs an individual toward a particular occupational environment that satisfies his particular needs.

_____9. Occupational choice always ends in a compromise between interests, capacities, values, and opportunities.

_____10. Personality types and occupational environments can be matched successfully.

_____11. The three periods of occupational choice are fantasy, tentative, and realistic.

_____12. Needs which are satisfied routinely as they appear do not develop into unconscious motivators.

_____13. Persons' self-concepts change with time and experience, making occupational choice and adjustment a continual process.

_____14. Needs which are unmet will prevent the appearance of higher order needs and will become dominant and restrictive motivators.

_____15. Work and life satisfactions depend upon the extent to which one's self-concept can be expressed in his work and other life experiences.

_____16. Job selection is primarily a source of need satisfaction.

_____17. Vocational development consists of identifiable "periods" and "stages."

_____18. Various occupational environments furnish different kinds of gratifications or satisfactions.

_____19. The tentative period of vocational choice is made up of the interests, capacities, values, and transition stages.

_____20. There are six major occupational environments and six corresponding personal orientations.

State your personal theory of career development in writing or verbally including the following:

Relative influence of heredity and environmental factors in career development (e.g., culture, sociological, economic, psychological determinants).

Explanation for exceptions to expected choices or patterns of career development.

Role of the counselor in assisting clients with career choice.

Implications for validating your theory.

Describe your career development in writing or verbally and indicate which theory seems to have most relevance to your circumstance and indicate why this is so.

LEARNING ACTIVITIES

Learning Activity One

Read:

Borow, Man in a World of Work, Chapter 12

Gilmer, Industrial and Organizational Psychology

Holland, The Psychology of Vocational Choice

Kroll, Career Development: Growth and Crisis

Osipow, Theories of Career Development

Roth, The Psychology of Vocational Development (Chapters 11 12, 22, 34)

Zytowski, Influence of Psychological Factors Upon Vocational Development (Chapters, 2, 4, 5, 6)

Learning Activity Two

Discuss career choice with at least three currently employed individuals. Specifically discuss the development of their career decision.

Learning Activity Three

Plan at least one career which requires a high school diploma or GED and at least one career which requires an apprenticeship. Use a problem-solving model, i.e.:

(1) Identify the problem

(2) Gather information

(3) Generate alternatives

(4) Select among the alternatives (narrow it down to two or three)

(5) Explore the consequences of these alternatives

(6) Act upon the selected alternative

(7) Preassess your choice, return to a previous step if applicable

POSTASSESSMENT

Complete the Preassessment with ninety percent accuracy.

MODULE 8.2

TOPIC

Develop a personal career development theory.

LEARNING OBJECTIVE

The trainee will be able to state and support in writing a personal career development theory with these factors in mind: relative influence of hereditary and environmental factors in career development, explanation for exceptions to expected choices, the role of the counselor, and the implications for validating your theory. Do so to the satisfaction of the supervisor.

RATIONALE

A teacher/counselor needs a theoretical base to better understand his own involvement in the career development process. After studying current theories of career development, the trainee has probably synthesized from each of them what he likes most. In so doing, an eclectic integration has taken place, and this then becomes the trainee's philosophical and theoretical framework. This framework will better help the trainee understand himself and others.

PREASSESSMENT

State your personal theory of career development to your supervisor and include the following:

1. relative influence of hereditary and environmental factors in career development (e.g., cultural, sociological, economic, psychological determinants)

2. explanation for exceptions to expected choices or patterns of career development

3. role of the counselor in assisting clients with career choice

4. implications for validating your theory

LEARNING ACTIVITIES

Learning Activity One

Complete module on career development theories. (Module 8.1)

Learning Activity Two

Discuss with at least two guidance counselors their theories of career development.

Learning Activity Three

Draw a line which represents your life. Specifically identify and label decision points in terms of your personal career development. Discuss your "career development profile" with your supervisor. (See Appended Materials.)

POSTASSESSMENT

Satisfactory completion of Preassessment.

APPENDED MATERIALS

PLANNING FOR LIVING[1]

INTRODUCTION

Most of us as individuals often act as though we think the future is something that happens to us, rather than as something we create every day. Many people explain their current activities in terms of where they have been rather than in terms of where they are going. Because it is over, the past is unmanageable. Because it has not nappened the future is manageable. The following exercise is designed to help you think about where you are, where you want to go, and the resources you have for getting there.

Life Line

Using the lower half of this sheet of paper, draw a line to represent your life line, and put a check mark on it to show where you are on it right now. The line can be straight, slanted, curved, convoluted, jagged, etc.; it can be "psychological," or "chronological." It is a subjective thing—it represents something about how you think about your life. After you have drawn it, share what it means to you with the others in your group.

[1] This design was developed by Herbert A. Shepard.

MODULE 8.3

TOPIC

Assist client in developing economic self-sufficiency.

LEARNING OBJECTIVE

The trainee will be able to assist individuals in writing a long-range plan for their economic self-sufficiency.

RATIONALE

When the teacher/counselor has a theoretical base from which he can demonstrate awareness of his role in the career development process, he is sometimes placed in the role of helping individuals make long-range plans. The teacher/counselor is often an objective, resource person that serves as a catalyst for helping others establish goals that may lead toward economic self-sufficiency. As well as providing information for career changes the teacher/counselor may be called on to help provide a variety of steps by which the individual intends to accomplish goals. The expected outcome would be a plan of action for the individual to embark upon as he becomes economically self-sufficient.

PREASSESSMENT

The trainee will development Economic Self-Sufficiency Plans for a minimum of three individuals, one of whom must be a minority group member. An oral or written summary of results must be submitted to your supervisor.

LEARNING ACTIVITIES

Learning Activity One

Complete and evaluate the Economic Self-Sufficiency Plan found in the Appended Materials.

POSTASSESSMENT

Complete the Preassessment satisfactorily.

APPENDED MATERIALS

(EXAMPLE)

ECONOMIC SELF-SUFFICIENCY PLAN

Name:_____ Phone:_____

Social Security No.:_____

Modification

I. Personal Data

Twenty-eight, Mexican-American male, veteran, married, three children, 10th grade education, GED equivalent completed in service in 1967. Client has low boiling point—blows cool easily—lost six jobs in past two years, mostly low paying. No skill, client on welfare (off and on), extremely presentable but has chip on shoulder. Ex-boxer, still works out; clients want to be a high school coach. Likes working with children and young adults.

II. Socio-economic Data

Welfare grant of $186.00 every two weeks. Wife wants to work in day care center. Social Worker: Mrs. Pimpleton, 236-5431, extension 36874.

III. Toward Economic Self-Sufficiency Plan

A. Goals (short- and long-range)—Social and Occupational

1. (Long range) To become a H.S. coach
2. (Short range) P.T. work with Dept. of Recreation
   Recreation leader with city of Portland.
3. (Short range) Work with family on goal orientation.

Barriers:	Action Taken:
1. Police record (16 yrs of age) gang activity & robbery—probation violation (fighting)	1.
2. Drivers License—suspended one year—no car	2.
3. Low educational achievement	3.
4. Personal appearance (dental)	4.
5. Clothing	5.

B. Tentative Phases of E.S.P. Dates

EVALUATIVE CRITERIA FOR ECONOMIC SELF-SUFFICIENCY PLAN

		Yes	No
A.	Are Goals:		
	1. Stated both immediately and long range	___	___
	2. Clearly defined	___	___
	3. Financially expedient	___	___
	4. Intellectually attainable	___	___
	5. Likely to be ego satisfying to client	___	___
	6. Able to satisfy needs other than financial	___	___
	7. Likely to bankrupt the family psychologically	___	___
B.	Does personal data include:		
	1. Complete family information	___	___
	2. Complete educational history	___	___
	3. Complete test information	___	___
	4. Information about appearance	___	___
	5. Information about skills	___	___
	6. A brief job history	___	___
	7. Information about attitudes and values	___	___
	8. Information concerning health and any possible handicaps or disabilities	___	___
C.	Does the plan include:		
	1. Explicit description of barriers to economic self-sufficiency	___	___
	2. Explicit means by which barriers may be removed	___	___
	3. Statements of opportunities available to optimize changes of success of plan	___	___
	4. Explicit plan of action	___	___

MODULE 8.4

TOPIC

Explore the decision-making process.

LEARNING OBJECTIVE

The trainee will have a working knowledge of the process of decision-making and the ability to engage clients in the use of the process.

RATIONALE

As the counselor enters into the helping relationship with his or her clients, he is often confronted with the question, "What should I do?" It is time for the client to make a decision. It is unethical for the counselor to give advice to this question. However, he can certainly lead the client through a decision-making process—but the client should make his own decision. The counselor needs to have knowledge of a decision-making model and be able to use it in the counseling process.

PREASSESSMENT

Directions

Indicate clearly what your decision-making model is. Describe in detail how you would apply your model to the following situation. You are 21 years old, married, have two children, have not finished high school. You have had no formal career training except for OJT experiencees in a Safeway grocery store and therefore have few skills. Your spouse is similarly low skilled. Your high school counselor indicated that you had a lot of academic ability if you would apply it. You have no money saved and several bills which you are barely able to meet each month. There are no friends or relatives who could provide any financial help if you needed it. Your goal is to become financially secure and have a career which would be permanent and enjoyable.

Decision

You recently were contacted by an Army recruiter who offered $1500 if you would join the service for a four-year hitch. How do you decide how to respond to the offer?

LEARNING ACTIVITIES

Learning Activity One

Read the following:

Edwards, "Solving Problems Creatively," Systems and Procedures Journal, Jan-Feb 1966, pp. 16-24.

Goldner, The Strategy of Creative Thinking

McPherson, The People, the Problems and the Problem-Solving Method.

Mason, "Let Others Solve Your Problems," Nation's Business, June 1963, Vol. 51, No. 6.

Osborn, Applied Imagination

Parnes and Harding, A Sourcebook for Creative Thinking.

Stryker, "How to Analyze that Problem," Harvard Business Review, March-June, and July-August 1965.

Learning Activity Two

Apply the following decision-making model to the Preassessment.

1. Identify problem creating the need for the decision
2. State possible alternative solutions
3. List all possible positive consequences for each possible choice
4. List all negative consequences for each possible choice
5. Make decision based on sequences of choice
6. Assist two or more people in applying decision-making scheme to decisions they are currently facing. Report outcomes.

POSTASSESSMENT

Orally or in writing describe your decision-making model. Report at least two points at which each of the persons employed the decision-making model to their courses of action.